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## ABSTRACT

The Massachusetts Basic Skills Testing Program, mandated by Chapter 188 of the Acts of 1985, seeks to identify students who have not mastered basic skills in reading, writing, and mathematics. Because the Massachusetts Department of Education does not mandate any post-test action, it has not been possible to prescribe any method of providing help for students who fail. To describe how districts are using test results and to give some guidance to districts, a survey was conducted in April 1988 to ask all districts in the state about their use of the basic skills test results. Responses from 1,272 individuals, primarily school principals, have been incorporated into this handbook. Most schools follow rather similar steps: (1) notifying teachers of the student's failure; (2) verifying and corroborating results through teacher observation, classroom performance, and additional standardized testing; (3) diagnosing individual student needs; and (4) using several options to provide remedial services to students. The majority of schools do pay attention to the test results, and provide some type of follow-up for students. Appendix 1 contains the survey used to collect the data for this handbook. Appendixes 2 and 3 provide a comprehensive list and description of 59 standardized tests that many schools have found useful. These lists are provided as a reference to assist schools in choosing the most appropriate tests to meet their particular needs. Appendix 4 is a 10-item bibliography of test information resources. (SLD)

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# TESTS AND PROCEDURES FOR BASIC SKILLS REMEDIATION: A Handbook of Practices

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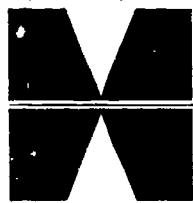
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# TESTS AND PROCEDURES FOR BASIC SKILLS REMEDIATION: A Handbook of Practices

MARCH 1989

MASSACHUSETTS DEPARTMENT OF EDUCATION

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## BACKGROUND

The Massachusetts Basic Skills Testing Program, mandated by Chapter 188 of the Acts of 1985, seeks to identify students who have not achieved mastery of basic skills—those skills that allow students to participate successfully in their regular grade classwork—in reading, writing and mathematics.

The current program replaced basic skills testing carried out under the Policy on Basic Skills Improvement adopted by the Massachusetts Board of Education in 1978. The earlier policy required districts to test students using locally-selected instruments and then submit a plan for basic skills remediation based on test results. As the policy was implemented, however, it became clear that the variety of test instruments and local standards would prevent any comparisons in performance or responsive services among districts.

Legislation for the current Massachusetts Basic Skills Testing Pro-

gram (MBSTP) was written primarily to address the concerns raised by lack of uniformity among districts' testing procedures and standards. The legislation implies that remediation should occur; it does not, however, require or specify remediation plans for students who do not pass the Basic Skills tests. Follow-up procedures included in the legislation and regulations include:

- the requirement that any secondary student who fails any Basic Skills test be retested until he or she passes the test in that subject;
- funds for supplemental efforts such as the Essential Skills Grants and the Opportunity Schools Program.

For some, the fact that the Basic Skills legislation fails to provide specific requirements for remediation constitutes a major weakness in the program. Other educators and public officials regard any specified sequence of events based on the results

of one test (such as the student's placement in a remedial program) as unwise. The current Basic Skills Testing Program places the responsibility for discussion about remediation for individual students on local educators who are most familiar with the students; the tests reflect this orientation. By design, the tests discriminate only between students who have mastered basic skills and those who have not; they do not distinguish more finely among levels of basic skills mastery nor provide diagnostic information about any student's particular needs. It is expected that districts will initiate further actions for corroboration of results, diagnosis of basic skills problems, and assignment to services (if appropriate) for any student who fails the Basic Skills tests, using additional procedures and test instruments.

## PURPOSE OF THIS HANDBOOK

The previous Basic Skills Improvement Policy required school districts to submit a description of follow-up instructional programs and services to be provided to students failing to meet minimum basic skills standards. The current program does not require the reporting of such information. Some districts, however, have questions about identifying, diagnosing, and remediating basic skills problems, yet the state can supply little information about programs for remediation undertaken in Massachusetts schools.

Many districts have asked for guidance and information in these areas. Because the Department of Education does not mandate any post-test action, it is impossible to prescribe any one method of providing help for students who fail the Basic Skills tests. It is possible, however, to describe how districts are

using their results as part of this endeavor, to provide some additional information and direction for districts that need it.

In April 1988, a survey was sent to all schools in the state asking questions about their use of MBSTP results. The survey did not attempt to acquire information on the quality of remedial services, but focused on the types of services offered. (See Appendix I for a copy of the survey.) Schools were asked to describe their means of corroborating basic skills results, their methods of identifying

students in need of remediation, and tests used to diagnose basic skills problems.

Approximately two-thirds of the surveys were returned; responses were received from 1,272 individuals, primarily school principals. Because of the high response rate, it is possible to generalize about responses to the Basic Skills test results in Massachusetts.

Responses from the varying types of school organizations were divided into four categories:

Type of Organization	Number of Respondents	Percent of Total Respondents
I: any school containing grade 3 .....	823	65%
II: junior high and middle schools .....	230	18%
III: regional schools containing grades 7-12 .....	7	3%
IV: high schools containing grades 9-12 or 10-12 .....	182	14%

# HOW SCHOOLS USE BASIC SKILLS TEST RESULTS

## Identification and Corroboration

Because the purpose of the Massachusetts Basic Skills Testing Program is the identification of students who may be in need of remediation, it is important to ascertain whether schools are using the tests for that end. Of the 1,272 schools responding to the survey, 1,197 or 94 percent of them include a grade or grades included in the statewide testing program.

Of those schools that receive Basic Skills test results, 79 percent report using them as one means to identify students who may need remedial help. At the high school level, however, some 86 percent of the schools use the Basic Skills tests to identify students who may lack basic skills mastery; the program seems to constitute an integral part of their identification process. With the larger population of students in high schools, it may be more efficient to rely on the Basic Skills test results, rather than utilizing other tests or means of identifying students with problems. Of those who reported that they did not use the Basic Skills results, approximately one-half were schools with passing rates over 94 percent in all three subjects. The remaining half were principally large urban school systems that often have their own testing procedures established for this purpose.

As part of the Basic Skills Program, school districts are allowed to set a local standard for passing that is higher than the state standard of 65 percent correct in reading and mathematics. These districts use the same Basic Skills tests as others, but demand a higher level of minimum acceptable performance from their students. Two dozen districts chose to report officially a local standard for the 1987 Basic Skills test administration.

Individual schools, however, may choose to use a higher standard than the state standard for purposes of

identifying students needing remediation. In practice, 152 of the third grade schools, and 87 of the sixth grade schools, report that they use an optional higher standard. Most use a standard of 70 percent correct; the second largest group using a higher standard chose 80 percent correct. If a school contains both grades 3 and 6, generally the school selects the same standard for both grades and both subject areas. For example, a school would set a minimum standard of 70 percent correct for grades 3 and 6 in both reading and mathematics.

At the ninth grade, 34 schools use a higher standard for the reading test, and 32 schools use a higher standard for math; again, a standard of 70 percent was most often chosen. Table I below details the numbers of schools using higher standards and the percents correct chosen by those schools.

Most of the schools setting a local standard were from KOC 2, economically developed suburbs. Schools in KOC 1, urbanized centers, constitute the second largest group of schools using a local standard.

Some schools that use higher standards exhibited relatively low passing rates. For example,

- at grade 3, 19 (13 percent) of the 152 schools using a higher standard had a passing rate of fewer than 90 percent of their students in both reading and mathematics;
- at grade 6, 45 (52 percent) of the 87 schools using a higher standard had a similarly low passing rate in reading; the same was true, in mathematics, for 14 (16 percent) of the schools;
- at grade 9, 10 (29 percent) of the 34 schools using a higher standard had a reading passing rate

Higher Standard Number of Grade 3 Schools Using This Standard in:		
(Percent Correct)	Reading	Mathematics
70	76	75
75	18	23
79	1	1
80	51	49
85	5	3
90	1	1
Total	152	152

Higher Standard Number of Grade 6 Schools Using This Standard in:		
(Percent Correct)	Reading	Mathematics
70	45	45
75	15	16
80	23	22
85	3	3
90	1	1
Total	87	87

Higher Standard Number of Grade 9 Schools Using This Standard in:		
(Percent Correct)	Reading	Mathematics
68	1	1
70	18	16
75	7	7
79	1	1
80	7	7
Total	34	32

TABLE I

of less than 90 percent; in mathematics, 7 (22 percent) of the schools did.

These passing rates are based on the state standard of 65 percent correct.

There appears to be relatively little difference in follow-up activities between schools who have large or small numbers of students identified as having problems with basic skills mastery, however. Most schools in Massachusetts follow similar procedures for identification of these students and corroboration of Basic Skills test results, diagnosis of specific problems, and provision of services to them.

After Basic Skills results are received, schools report that they use several sources to verify and examine the reasons for the student's failing performance. Ninety-six percent of the schools notify teachers of a student's failure in the program; 72 percent discuss results with the parents of all students who fail a Basic Skills test. Virtually all schools responding to the survey also use students' classroom performance and teacher observation as additional means of identification and corroboration of basic skills problems.

**Standardized Tests.** A major part of the follow-up program is the use of commercial tests: 80 percent of the schools report using a commercially-developed test to aid in identification of students who need additional work in the basic skills. Only 61 percent of the high schools belong to this group, however; again, they seem to rely much more heavily on the state testing program to identify students with basic academic difficulties. The most frequently used tests are the well-known, comprehensive standardized achievement tests to identify students in need of remediation and/or to corroborate the Basic Skills results in reading and mathematics at all three grade levels. (See Table IV for a list of the most frequently-used tests.) Many schools report, however, that they do not administer any writing test other than the Massachusetts Basic Skills test, and there are fewer writing tests included in the schools' lists. It may

be that schools feel confident that identification, diagnosis, and remediation of basic skills problems in writing is adequately and effectively accomplished at the classroom level.

The use of locally-developed tests is much less common. Only 37 percent of the schools administer a locally-developed competency test, and these are more common in grades K through 8.

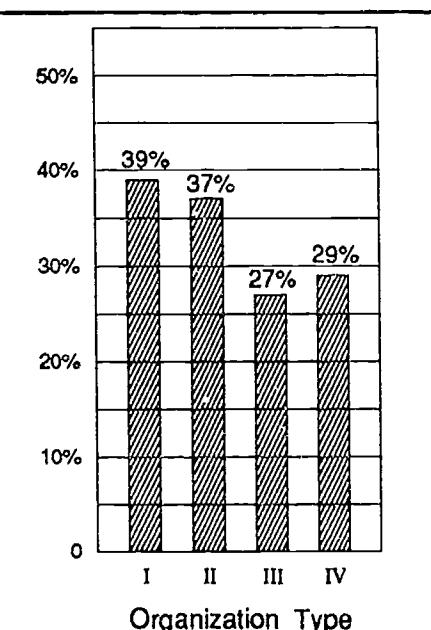


TABLE II: Use of Locally-Developed Competency Tests

## Diagnosis

After students have been identified as having basic academic difficulties, schools typically conduct follow-up investigations in an attempt to diagnose specific problems. Ninety-six percent of the responding schools

report a formal diagnostic procedure.

A high percentage of schools use the TEAM process as part of their diagnosis when appropriate: 72 percent follow this route in reading, 69 percent in mathematics, and 56 percent in writing. Students may also be referred to Chapter 1 as part of the procedure; this happens for the diagnosis of reading problems in 48 percent of the schools responding to the survey, in mathematics for 40 percent of the schools, and in writing for 18 percent of Massachusetts schools. It does not appear, however, that Special Education or Chapter 1 referrals are automatic responses to students who fail the Basic Skills tests. Only 14 percent of the schools indicated that referrals of these types are used for all students who fail.

As with the identification process, commercial tests play an important role in diagnosis as well. Seventy-five percent of the schools use a commercially-developed diagnostic reading test; 61 percent use a diagnostic test in mathematics, while only 23 percent use a diagnostic test for writing problems.

As Table IV shows, schools tend to use more specialized tests for diagnostic purposes in reading than standard achievement batteries. However, fewer specialty math tests are used (the notable exception being the Key Math test) and much greater reliance is placed on standardized math achievement tests. As is also true in identification, few schools have developed a local test for further examination of students' problems:

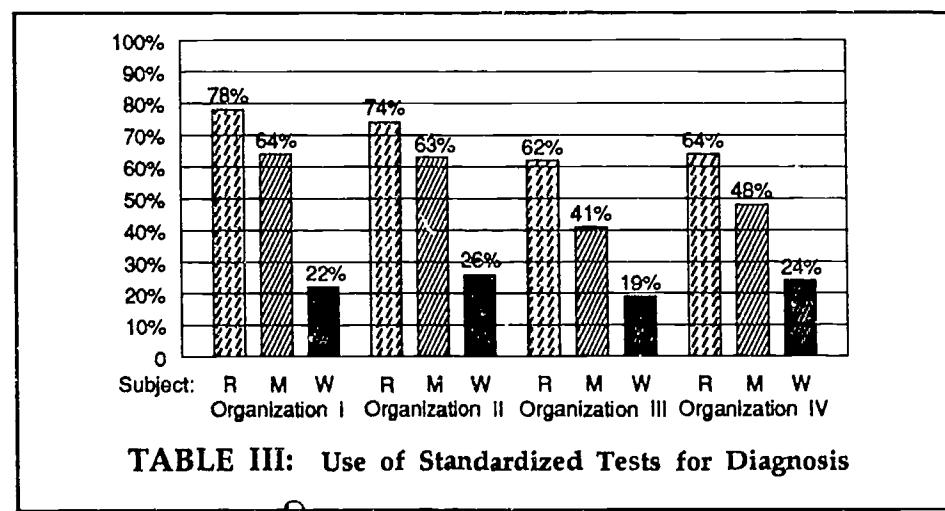


TABLE III: Use of Standardized Tests for Diagnosis

Test	Grade:	READING						MATHEMATICS					
		3	6	9	3	6	9	3	6	9	3	6	9
Purpose:	ID	D	ID	D	ID	D	ID	D	ID	D	ID	D	ID
Stanford Diagnostic	●	●	●	●	●	●	●	●	●	●	●	●	●
Metropolitan	●		●		●		●	●	●	●	●	●	●
Key Math							●	●	●	●	●	●	●
California Achievement	●		●		●		●	●	●	●	●	●	●
Gates-MacGinitie	●	●	●	●	●	●							
CTBS	●		●		●		●		●		●		●
Woodcock		●		●		●							
ITBS	●		●		●			●					
Stanford Achievement	●		●					●					
Durrell		●		●									
Brigance		●		●									
WRAT		●		●									

ID = Test used to identify students in need of remediation  
 D = Test used for diagnosis of student strengths/weaknesses

Note: The only frequently-used writing test for both identification and diagnosis is the TOWL. It is used across grade levels.

**TABLE IV: The Twelve Most Frequently-Used Commercial Tests in Reading and/or Mathematics**

fewer than 15 percent of the schools use local diagnostic tests in any subject area.

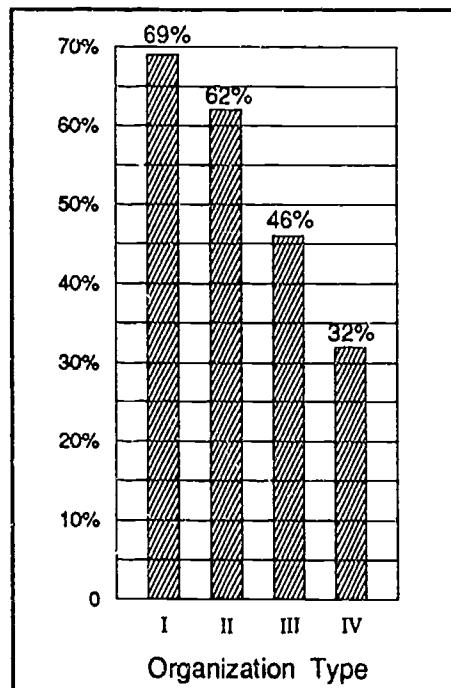
Additional testing is not the only aspect of the diagnostic process. Over 60 percent of Massachusetts schools discuss a student's needs with parents as part of the formal diagnostic procedure, and some schools (approximately 30 percent) include students themselves in these discussions.

## Services

Once a student has been identified as needing remediation, and appropriate diagnostic procedures have been completed, decisions are made about the student's educational program. Most often, these decisions are a collaborative effort involving several members of the school staff. The schools responding to this survey report that the principal and classroom teacher are instrumental in the decision-making process, although curriculum coordinators and Chapter 766 staff are also frequently involved.

Table V shows that the majority of schools with some subset of grades K through 8 (Organizations 1 and 2) offer both Chapter 1 and Chapter 766 programs. Fewer of these programs

exist in the high schools; 68 percent of the secondary schools, however, do have a Chapter 766 program available.



**TABLE V: Schools Providing Both Chapter 1 and Chapter 766 Services**

Over 80 percent of all schools reported that they have additional remediation programs of various types. Sixty-three percent of the schools report that those additional

remediation programs consist of services provided within the regular classroom, supplemented by separate, outside programs. Generally, the classroom teacher and a full-time remediation specialist are involved. In some cases, volunteers and/or part-time specialists work with students. There are no significant variations in this pattern by subject.

In addition to special remediation efforts, schools utilize a variety of other options. For example, 23 percent of the schools reassign some students to less demanding classes or programs; 58 percent offer special tutoring. As indicated above, Chapter 766 and Chapter 1 are used as remediation options for some students; fewer than 10 percent of the schools use these programs routinely for all students needing remediation. The results of this survey indicate that these two programs are used selectively, as part of a variety of programs and services available to the majority of students who need them.

Remediation activities typically begin immediately following corroboration of Basic Skills test results for 64 percent of the schools. Another 15 percent implement a program by the end of the term in which students have been identified.

## SUMMARY AND CONCLUSIONS

The majority of schools responding to the survey report that they have developed comprehensive procedures to help students who fail the Massachusetts Basic Skills Testing Program. Schools use these tests as at least one indicator of students' academic difficulties. Regardless of the number of failures, most schools follow very similar steps in corroborating, diagnosing, and providing services to students after the test results are received. In general,

- they notify teachers of the student's failure;
- they verify and corroborate these results through teacher observation, classroom performance, and, in many cases, additional standardized tests;
- they diagnose individual student needs, principally through the use of standardized tests, or if appropriate, the use of the TEAM process;
- they follow a number of options in providing remedial services to students, most often supplement-

ing special classroom instruction with attention from a remedial specialist. This typically begins during the school term in which students are identified.

This survey provided valuable information on how schools across the state use the Basic Skills tests as part of their school program. Clearly, the majority of schools pay attention to Basic Skills results and provide some type of follow-up procedure for students who fail the tests. Most schools appear to offer similar services, even though such services are not mandated by the Chapter 188 legislation. The survey, however, did not provide information on the curricular or instructional methods which are part of these services, nor on the quality of services themselves. It would be difficult to acquire such knowledge without undertaking a large effort designed to follow the progress of individual students who fail the Basic Skills tests.

The Basic Skills survey, and this handbook, were undertaken to de-

scribe methods and procedures used in Massachusetts schools to corroborate, diagnose, and remediate problems uncovered by the Basic Skills tests. Many schools will recognize their own plans and activities described here. Others may find some new ideas and approaches to make more effective use of Basic Skills test results.

Appendix I consists of a copy of the survey used to collect the data for this handbook. Appendices II and III, major sections of this document, provide a comprehensive list and description of standardized tests that many schools have found useful in their overall efforts. It is provided as a reference to assist schools in choosing the most appropriate tests to meet their particular needs. Appendix IV is a selective list of publications that describe or review existing tests as well as publications that describe standards and/or procedures for selecting and evaluating tests.

# **APPENDIX I:**

## **SURVEY**



## MASSACHUSETTS BASIC SKILLS TESTING PROGRAM SURVEY

1. Name \_\_\_\_\_
2. Title \_\_\_\_\_
3. School \_\_\_\_\_
- District \_\_\_\_\_

### 1987 Basic Skills Results

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## SECTION 1

General Remedial Instruction

### Part A

This section of the survey asks you about the availability of general remedial instruction in your school.

4. School organization: K 1 2 3 4 5 6 7 8 9 10 11 12 (circle all that apply)
5. Are the following resources available in your school for students needing remediation? (circle as appropriate)
  - a. Chapter 1
    - 1 YES
    - 2 NO
  - b. Chapter 766
    - 1 YES
    - 2 NO
  - c. Other Remedial Program
    - 1 YES
    - 2 NO

If 5c is YES, please complete questions 6a, 6b and 6c. If 5c is NO, please go on to question 7.

6a. Where is remedial instruction provided for in each subject area? (circle as appropriate)

#### **READING**

- 1 ENTIRELY WITHIN THE REGULAR CLASSROOM**
- 2 A COMPLETELY SEPARATE PROGRAM**
- 3 A COMBINATION WITHIN THE REGULAR CLASSROOM SUPPLEMENTED BY A PROGRAM OUTSIDE THE CLASSROOM**
- 4 NOT PROVIDED IN THIS SUBJECT AREA**

#### **MATHEMATICS**

- 1 ENTIRELY WITHIN THE REGULAR CLASSROOM**
- 2 A COMPLETELY SEPARATE PROGRAM**
- 3 A COMBINATION WITHIN THE REGULAR CLASSROOM SUPPLEMENTED BY A PROGRAM OUTSIDE THE CLASSROOM**
- 4 NOT PROVIDED IN THIS SUBJECT AREA**

#### **WRITING**

- 1 ENTIRELY WITHIN THE REGULAR CLASSROOM**
- 2 A COMPLETELY SEPARATE PROGRAM**
- 3 A COMBINATION WITHIN THE REGULAR CLASSROOM SUPPLEMENTED BY A PROGRAM OUTSIDE THE CLASSROOM**
- 4 NOT PROVIDED IN THIS SUBJECT AREA**

6b. Who is responsible for making final decisions regarding which students are to receive remedial instruction? (circle all that apply)

- 1 PRINCIPAL**
- 2 CURRICULUM COORDINATOR**
- 3 CLASSROOM TEACHER**
- 4 OTHER (PLEASE EXPLAIN)** \_\_\_\_\_

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6c. Who is responsible for implementing remedial activities in your school? (circle all that apply)

- 1 REGULAR CLASSROOM TEACHER(S)**
- 2 FULL-TIME, CERTIFIED REMEDIAL SPECIALIST(S)**
- 3 PART-TIME, CERTIFIED REMEDIAL SPECIALIST(S)**
- 4 AIDE(S)**
- 5 VOLUNTEER(S)**
- 6 OTHER (PLEASE SPECIFY)** \_\_\_\_\_

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## Part B

The following questions ask about your remediation program independent of Basic Skills Test results.

7. What procedures do you use to identify students for remediation? (circle all that apply)

- 1 TEACHER OBSERVATION
- 2 CLASSROOM PERFORMANCE
- 3 LOCAL COMPETENCY TESTS
- 4 COMMERCIAL TESTS
- 5 MASSACHUSETTS BASIC SKILLS TEST
- 6 OTHER (PLEASE EXPLAIN) \_\_\_\_\_

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8. Does your school have a formal diagnostic evaluation procedure for students who have been identified for remediation?

- 1 YES
- 2 NO

9. If a diagnostic evaluation procedure exists, how is it applied? (check as appropriate)

- 1 USE A COMMERCIAL DIAGNOSTIC TEST
- 2 USE A LOCALLY DEVELOPED DIAGNOSTIC TEST
- 3 INTERVIEW STUDENTS
- 4 DISCUSS STUDENT NEEDS WITH PARENTS
- 5 REFER TO SPECIAL EDUCATION (CHAPTER 766)
- 6 REFER TO CHAPTER I

READING	MATH	WRITING

10. Does this procedure differ for those students identified by Basic Skills testing compared to those identified using other means?

- 1 YES
- 2 NO

If yes, please explain \_\_\_\_\_

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The rest of the survey involves schools' use of the Massachusetts Basic Skills Test results. If your school does not include the grades tested in this program (3, 6 or 9), you are finished with this survey. Please return it in the enclosed envelope and thank you for your assistance.

If your school does include grades 3, 6 or 9, please answer the following questions that are related specifically to the use of Basic Skills results. If your school has more than one of the grades tested, please answer for each and indicate for which grade you are responding.

## SECTION II

### Use of 1987 Basic Skills Results

#### Part A

These questions refer to verification of Basic Skills results.

11. What do you use for corroborating evidence when a student fails the Basic Skills test? (circle all that apply)

- 1 TEACHER OBSERVATION
- 2 CLASSROOM PERFORMANCE
- 3 LOCAL COMPETENCY TESTS
- 4 OTHER (PLEASE EXPLAIN) \_\_\_\_\_

12. What, if any, commercial standardized tests do you use for helping you identify students needing remedial help, and what, if any, tests do you use for further diagnosis of remedial needs?

Tests for Identifying  
Remedial Students

Test for Further Diagnosis  
of Remedial Needs

#### GRADE 3

READING

READING	
MATHEMATICS	
WRITING	

#### GRADE 6

READING

READING	
MATHEMATICS	
WRITING	

#### GRADE 9

READING

READING	
MATHEMATICS	
WRITING	

13. Do you have a locally developed testing instrument that you find useful for diagnosis?

- 1 YES
- 2 NO

If YES, briefly describe it and indicate if you would be willing to share it with other schools.

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14. How many students were misidentified by the 1987 Basic Skills results? That is, how many of those identified as lacking mastery were found to possess mastery of basic skills?

Number

GRADE 3 \_\_\_\_\_

GRADE 6 \_\_\_\_\_

GRADE 9 \_\_\_\_\_

15. How many students were newly identified by the 1987 Basic Skills tests as lacking mastery of basic skills (using the 65% correct statewide standard)?

Number

GRADE 3 \_\_\_\_\_

GRADE 6 \_\_\_\_\_

GRADE 9 \_\_\_\_\_

16. How many students who did not pass the Basic Skills tests had previously been identified as needing remedial instruction?

Number

GRADE 3 \_\_\_\_\_

GRADE 6 \_\_\_\_\_

GRADE 9 \_\_\_\_\_

17. The state standard for reading and mathematics is 65% correct. Do you use a higher standard to help you in identifying students who may be in need of remediation? If so, please write in the standards below.

Grade 3

Grade 6

Grade 9

READING \_\_\_\_\_

MATH \_\_\_\_\_

18. Typically, when does this remediation begin? (circle one)

- 1 IMMEDIATELY FOLLOWING CORROBORATION
- 2 BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE STUDENT WAS IDENTIFIED
- 3 BEGINNING OF THE FOLLOWING SCHOOL YEAR AFTER IDENTIFICATION

## Part B

This last section asks about what you do after verifying the results of Basic Skills.

Which of the following responses best describes what your school has done so far concerning follow-up programs and services for the 1987 Basic Skills Tests? (Circle one response for each item.)

- 1 = Not at all
- 2 = For some students
- 3 = For most students
- 4 = For all students
- 5 = Does not apply

- a. Notified teachers of all students who failed the Basic Skills Tests ..... 1 2 3 4 5
- b. Provided assistance in regular classroom to students who failed Basic Skills Tests ..... 1 2 3 4 5
- c. Placed students who failed Basic Skills tests in remedial classes or programs ..... 1 2 3 4 5
- d. Referred students who failed Basic Skills Tests for placement in special needs (Chapter 766) classes or programs ..... 1 2 3 4 5
- e. Referred students who failed Basic Skills Tests for placement in Chapter 1 classes or programs ..... 1 2 3 4 5
- f. Reassigned students who failed Basic Skills Tests to less difficult courses or programs ..... 1 2 3 4 5
- g. Consulted or informed the parents of students who failed the Basic Skills Tests about appropriate action ..... 1 2 3 4 5
- h. Consulted the students who failed Basic Skills Tests about appropriate actions ..... 1 2 3 4 5
- i. Assigned staff or specialists to tutor students who failed Basic Skills Tests 1 2 3 4 5
- j. Plan to use the Basic Skills Tests to retest failing students at the end of the year to check on their progress. ..... 1 2 3 4 5

**THANK YOU FOR YOUR ASSISTANCE IN COMPLETING THIS SURVEY.**

**RETURN BY APRIL 29, 1988.**

## **APPENDIX II: TESTS BY CLASSIFICATION**

### **— HOW TO USE APPENDICES II & III —**

Appendix II is an alphabetical listing of tests by primary classification. Simply find the classification in which you are interested (say, "Education: Reading/Elementary") and note the names of the tests Massachusetts schools report using.

Once you identify a particular test you would like to know more about, turn to Appendix III. There you will find the tests listed alphabetically with a full description of each test, its purpose, appropriate age groups, the publisher, and other information.

It should be noted that many schools listed tests from the textbooks in their classroom among other tests they use. We have not included the names of those tests in this Appendix because they are used only in conjunction with a specific textbook.

We hope you will use this as a handy reference whenever you would like to find a specific test to meet your school's individual testing needs.

## LIST OF PRIMARY CLASSIFICATIONS

### BUSINESS AND INDUSTRY

- Aptitude and Skills Screening

### EDUCATION

- Academic Achievement and Aptitude
- Education Development and School Readiness
- English and Related/Multilevel
- Intelligence and Related
- Mathematics/Basic Math Skills
- Reading/Elementary Multilevel
- Sensorimotor Skills
- Special Education/Learning Disabled
- Speech, Hearing, and Visual/Auditory Speech and Language
- Vocational Guidance/Achievement and Aptitude

### PSYCHOLOGY

- Intelligence and Related
- Neuropsychology and Related
- Personality/Adolescent and Adult

## TESTS BY CLASSIFICATION

### BUSINESS AND INDUSTRY

#### Aptitude and Skills Screening

- Wide Range Achievement Test-Revised (WRAT-R)

### EDUCATION

#### Academic Achievement and Aptitude

- Basic Achievement Skills Individual Screener (BASIS)
- Brigance Diagnostic Comprehensive Inventory of Basic Skills (CIBS)
- Brigance Diagnostic Inventory of Basic Skills
- California Achievement Test
- Comprehensive Testing Program (CTP) (ERB)
- Comprehensive Test of Basic Skills (CTBS)
- Criterion Test of Basic Skills
- Detroit Tests of Learning Aptitude
- Differential Aptitude Tests (DAT)
- Individualized Criterion Referenced Testing (ICRT)
- Iowa Tests of Basic Skills (ITBS)
- Kaufman Test of Educational Achievement (K-TEA)
- Metropolitan Achievement Tests (MAT)
- Otis-Lennon Mental Ability Test
- Otis-Lennon School Ability Test (OLSAT)

- Peabody Individual Achievement Test (PIAT)
- School & College Ability Tests (SCAT)
- Sequential Tests of Educational Progress (STEP)
- SRA Achievement Series (ACH)
- SRA Survey of Basic Skills (SBS)
- Stanford Achievement Test (SAT)
- Stanford Diagnostic Mathematics Test (SDMT)
- Stanford Diagnostic Reading Test (SDRT)
- Steenburgen Diagnostic-Prescriptive Math Program and Quick Math Screening Test
- The 3-R's Test
- Wide Range Achievement Test-Revised (WRAT-R)

#### Education Development and School Readiness

- Frostig Developmental Test of Visual Perception

#### English and Related / Multilevel

- Test of Written Language (TOWL)

#### Intelligence and Related

- Peabody Picture Vocabulary Test-Revised (PPVT-R)
- Wechsler Intelligence Test for Children-Revised (WISC-R)

#### Mathematics / Basic Math Skills

- DMI Mathematics Systems (DMI/MS)
- Individualized Criterion Referenced Testing (ICRT)
- KeyMath Diagnostic Arithmetic Test
- Stanford Diagnostic Mathematics Test (SDMT)
- Steenburgen Diagnostic-Prescriptive Math Program and Quick Math Screening Test
- Test of Mathematical Abilities (TOMA)

#### Reading / Elementary

- Botel Reading Inventory
- Diagnostic Reading Scales (DRS) (SPACHE)
- Doren Diagnostic Reading Test of Word Recognition Skills
- Durrell Analysis of Reading Difficulty
- Gilmore Oral Reading Test
- Individualized Criterion Referenced Testing (ICRT)
- New Sucher-Allred Reading Placement Inventory
- Roswell-Chall Diagnostic Reading Test of Word Analysis Skills
- Visual-Aural Digit Span Test (VADS)
- Wisconsin Tests of Reading Skill Development

#### Reading / Multilevel

- Gates-MacGinitie Reading Tests
- Gray Oral Reading Tests-Revised (GORT-R)
- McCarthy Individualized Diagnostic Reading Inventory
- Slosson Oral Reading Test (SORT)
- Spadafore Diagnostic Reading Test (SDRT)

- Stanford Diagnostic Reading Test (SDRT)
- Test of Reading Comprehension (TORC)
- Woodcock Reading Mastery Tests (WRMT)

#### **Sensorimotor Skills**

- Bender Visual Motor Gestalt
- Developmental Test of Visual-Motor Integration (VMI)

#### **Special Education / Learning Disabled**

- Boder Test of Reading-Spelling Patterns
- Kaufman Test of Educational Achievement (K-TEA)
- Slingerland Screening Tests for Identifying Children with Specific Language Disability
- Task Assessment for Prescriptive Teaching (TAPT)

#### **Speech, Hearing, and Visual / Auditory**

- Auditory Discrimination Test, Revised (WEPMAN)

#### **Speech, Hearing, and Visual / Speech & Language**

- Slingerland Screening Tests for Identifying Children With Specific Language Disability
- Test of Language Development (TOLD)

#### **Vocational Guidance / Achievement and Aptitude**

- Differential Aptitude Tests (DAT)

## **PSYCHOLOGY**

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#### **Intelligence and Related**

- Peabody Picture Vocabulary Test-Revised (PPVT-R)
- Wechsler Intelligence Scale for Children - Revised (WISC-R)

#### **Neuropsychology and Related**

- Bender Visual Motor Gestalt
- Boder Test of Reading-Spelling Patterns
- Developmental Test of Visual-Motor Integration (VMI)

#### **Personality / Adolescent and Adult**

- Thematic Apperception Test (TAT)

## **APPENDIX III:**

### **TEST DESCRIPTIONS**

## AUDITORY DISCRIMINATION TEST, REVISED

Joseph M. Wepman

Purpose: Measures the auditory discrimination ability of children ages 5-8. Used to identify specific auditory learning disabilities for possible remediation.

Child: Ages 5-8

Untimed: 10-15 minutes

Scoring: Hand key

Publisher: Western Psychological Services

Classification: Education: Speech, hearing, and visual/auditory

Description: Oral-response test in which children are verbally presented pairs of words and asked to discriminate between them. The test predicts articulatory speech defects and certain remedial reading problems. The 1973 revision is identical to the 1958 edition except for scoring. In the 1973 version, scoring is based on a correct score rather than on the "error" basis of the original edition. The new manual contains standardization tables for children ages 5-8, a 5-point rating scale, an interpretation section discussing how the test results may be used, reports on research using the test, and selected references. Examiner required. Not suitable for group use.

## BASIC ACHIEVEMENT SKILLS INDIVIDUAL SCREENER (BASIS)

The Psychological Corporation, Measurement Division Staff

Purpose: Measures achievement in reading, mathematics, and spelling. Assesses individual students' academic strengths and weaknesses with both norm-referenced and criterion-referenced information. Used for program planning and evaluation, academic placement, and establishing IEPs.

Grades 1-12, Pos'-high school

Untimed: 1 hour

Scoring: Examiner evaluated

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude

Description: Three subtests assessing academic achievement in reading, mathematics, and spelling. The items are grouped in grade-referenced clusters, which constitute the basic unit of administration. Testing begins at a grade cluster with which the student is expected to have little difficulty and continues until the student fails to reach the criteria for a particular cluster. The clusters range from Readiness through Grade 8 for reading and mathematics and from Grades 1-8 for spelling. The reading test assesses comprehension of graded passages. The student is required to read the passages aloud and supply the missing words. Comprehension at the lower levels is assessed by word reading and sentence reading, and readiness is measured by letter identification and visual discrimination. The mathematics test consists of a readiness subtest and assesses computation and problem solving above that level. The student works on the computation items directly in the record form. Word problems are dictated by the teacher and require no reading on the part of the student. The spelling test for Grades 1-8 consists of clusters of words that are dictated in sentence context. The student writes the words on the record form. An optional writing exercise (average samples provided for Grades 3-8) requires the student to write descriptively for 10 minutes. Samples are scored by comparison with criterion samples for each grade. Criterion-referenced scores for the subtests describe performance in basic skills and suggest grade and textbook placement. Raw scores can be converted to standard scores, age- and grade-based percentile ranks, stanines, grade equivalents, and age equivalents. The Manual includes information for administering, scoring, and interpreting the tests. Examiner required. Not suitable for group use.

## BENDER VISUAL MOTOR GESTALT TEST

Lauretta Bender

Purpose: Assesses the visual-motor functions of individuals ages 3-adult. Also used to evaluate developmental problems in children, learning disabilities, retardation, psychosis, and organic brain disorders.

All ages

Untimed

Scoring: Examiner evaluated; scoring service available

Publisher: American Orthopsychiatric Association, Inc.

Classification: Psychology: Neuropsychology and related;

Education: Sensorimotor skills

Description: Test consists of nine Gestalt cards. The examiner presents the cards to the subject one at a time and in order, and the subject reproduces on blank paper the configuration or design shown on each card. Responses are scored according to the development of the concepts of form, shape, and pattern and orientation in space. Analysis of performance may indicate the presence of psychosis and maturational lags. Scoring service is provided by Koppitz and Grune & Stratton. Examiner required. Slides may be used for group administration.

## THE BODER TEST OF READING-SPELLING PATTERNS

Elena Boder and Sylvia Jarrico

Purpose: Differentiates specific reading disability (developmental dyslexia) from nonspecific reading disability through reading and spelling performance. Used to classify dyslexic readers into one of three subtypes, each with its own prognostic and remedial implications.

All ages

Timed: 30 minutes

Scoring: Examiner evaluated

Publisher: Grune & Stratton, Inc.

Classification: Education: Special education/learning disabled; Psychology: Neuropsychology and related

Description: 300-item paper-pencil tests of reading and spelling ability. The Reading Test uses 13 graded word lists of 20 words each, half of which are phonetic and half of which are nonphonetic. The words, which are presented flash and untimed, require sight vocabulary and phonic word analysis skills. The Spelling Test uses two individualized spelling lists (10 known words and 10 unknown) based on the student's reading performance. Both the reading and spelling tests tap the central visual and auditory processes required for reading and spelling, making it possible to diagnose developmental dyslexia by the joint analysis of reading and spelling as interdependent functions. The results should be supplemented with testing that uses instructional materials to which the child already has been and will be exposed. Examiner required. Not suitable for group use.

## BOTEL READING INVENTORY

Morten Botel

Purpose: Measures elementary-school students' ability to read. Used for academic placement and measuring student progress throughout the school year.

Child

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Modern Curriculum Press, Inc.

Classification: Education: Reading/elementary

Description: Four paper-pencil and oral-response tests assessing skills in three areas crucial to success in elementary reading and language arts: decoding, word recognition (oral reading ability), and word opposites (reading comprehension). The Decoding Test measures decoding competency at seven levels ranging from the awareness of sounds and letter correspondences to decoding multisyllabic nonsense words. The seven levels are covered by 12 subtests of 10 items each. All responses are scored according to the following code: correct word, mispronunciation, substitution, or no response. As on all of the tests, the student's highest instructional level is considered to be the first level at which he falls below 80% correct answers. The Spelling Test consists of five graded lists

of 20 words each. The words are dictated, and the students are asked to spell them. The Word Recognition Test consists of eight 20-word samples, spanning eight graduated reading levels from preprimer through fourth grade. As the student reads the words, responses are graded as correct word, mispronunciation, substitution, or no response. The Word Opposites Test is a group test consisting of 10 scaled 10-word subtests that progress from first reader level through senior high school. For each test item, the student is asked to select from four words the one which means the opposite. The Word Opposites Test may be administered both as a reading test and as a listening test. As a reading test, it indicates the student's current reading performance; as a listening test, it indicates the student's reading potential. The reading placement tests yield three levels of reading competency: free reading level, instructional level, and frustration level. The Word Recognition and Word Opposites Tests are available in two forms, A and B, for pre- and posttesting. The administration manual includes information on administering, scoring, and interpreting the test, as well as technical data. Examiner required. Suitable for group use.

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## THE BRIGANCE DIAGNOSTIC COMPREHENSIVE INVENTORY OF BASIC SKILLS (CIBS)

Albert H. Brigance

Purpose: Measures attainment of basic academic skills. Used to screen kindergarten and first grade students, meet minimal competency requirements, develop IEPs, and determine academic placement.

Child, adolescent: Grades PreK-9

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Curriculum Associates, Inc.

Classification: Education: Academic achievement and aptitude

Description: 203 multiple-item tests assessing skill sequences in the following 22 sections: readiness, speech, word recognition grade placement, oral reading, reading comprehension, listening, functional word recognition, word analysis, reference skills, graphs and maps, spelling, writing, math grade placement, numbers, number facts, computation of whole numbers, decimals, percents, word problems, metrics, and math vocabulary. Assessment is initiated at the skill level at which the student will be successful and continues until the student's level of achievement for that skill is attained. The following assessment methods may be used to accommodate different situations: parent interview, teacher observation, group or individual, and informal appraisal of student performance in daily work. Two alternate forms, A and B, are available for pre- and posttesting for 51 skill sequences. All skill sequences are referenced to specific instructional objectives and grade level expectations. The comprehensive record book indicates graphically at each testing the level of competency the student has achieved. An optional class record book tracks the progress of 30 students. IEP objective forms are available for readiness, reading, mathematics, and individual use (blank forms). A videotape for in-service training of examiners is available. Examiner required. Many sections are suitable for group use.

## THE BRIGANCE DIAGNOSTIC INVENTORY OF BASIC SKILLS

Albert H. Brigance

Purpose: Measures students' mastery of basic academic skills. Used for academic placement, mainstreaming students, competency evaluations, and IEP development and evaluation.

Child: Grades K-6

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Curriculum Associates, Inc.

Classification: Education: Academic achievement and aptitude

Description: 143 paper-pencil or oral-response tests assessing student mastery in readiness, reading, language arts, and math. Test items are arranged in developmental and sequential order. Major skill sections include readiness, word recognition, reading (fluency and level), word analysis, vocabulary, handwriting, grammar and mechanics, spelling, reference skills, math placement, numbers, operations, measurement, and geometry. IEP objectives are included for each of the 143 academic skills assessed. The individual student record book indicates graphically at each testing the level of competency the student has achieved and identifies the student's current instructional goals. An optional class record book monitors the progress of 35 students and forms a comprehensive matrix of individual student's levels. IEP objective forms are available for reading, readiness, mathematics, and individual use (blank form). A videotape program for in-service training of examiners is available. Examiner required. Some sections are suitable for group use.

## CALIFORNIA ACHIEVEMENT TESTS: FORMS C AND D (CAT)

CTB Mc Graw-Hill

Purpose: Assesses achievement in basic academic skills. Used for making educational decisions leading to improvement in instruction.

Child, adolescent: Grades K-12.9

Timed: Complete battery 2 hours, 48 minutes or less, depending on level

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil test measuring a student's reading, spelling, language, reference, and mathematics skills. The tests are divided in 10 overlapping levels spanning Kindergarten through Grade 12. Level 10 is a kindergarten readiness instrument derived from Form S, Level A of the Comprehensive Tests of Basic Skills. Levels 11-19 are composed of separate tests that combine to yield the following scores: Total Reading, Spelling, Total Language, Total Mathematics, and Reference Skills. Spelling is not tested at Level 11; reference skills are tested only at Levels 14-19. Two alternate forms, C and D, are available. Levels 10-12 are available only in Form C; Levels 13-19 are available in both forms. Examiner required. Suitable for group use.

## CALIFORNIA ACHIEVEMENT TESTS: FORMS E AND F (CAT)

Purpose: Measures students' achievement. Used for evaluating educational programs and for instructional planning.

Child, adolescent: Grades K-12.9

Timed: Complete battery, depending on level, 2 hours, 48 minutes.

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Classification: Education: Reading/elementary

Description: Multiple-item paper-pencil battery of tests assessing student knowledge of reading, language, spelling, mathematics, study skills, science, and social studies. The battery is available in 11 overlapping levels ranging from Level 10 (Kindergarten) to Level 20 Grades 10.6-12.9. Two scoring options are offered: the traditional number of correct responses (NCR) and a newer method based on item-response theory (IRT). Computer literacy, consumer economics, and high school end-of-course tests (algebra, geometry, physics, chemistry, biology, world history and American history) are available. Examiner required. Suitable for group use.

## COMPREHENSIVE TESTING PROGRAM (CTP) (ERB)

Committees of teachers and curriculum specialists

Purpose: Measures the verbal and mathematical skills of students. Used for guidance counseling, the evaluation of student progress, and monitoring the effectiveness of instructional programs.

Child, adolescent: Grades 1-12

Untimed: Levels 1 and 2, 150 minutes

Timed: Levels 3, 4, and 5, 260 minutes

Scoring: Hand key; may be computer scored

Publisher: Educational Records Bureau

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil multiple-choice tests arranged in five levels: Levels 1 and 2 for Grade 1 through early Grade 3; and Levels 3, 4 and 5 for the end of Grade 3 through Grade 12. Levels 1 and 2 (225 items) measure mathematics, reading, word analysis, and writing skills. Levels 3, 4, and 5 (300 items) measure verbal aptitude, quantitative aptitude, reading comprehension, mathematics, the mechanics of writing, vocabulary, and English expression. For Levels 1 and 2, students mark answers in machine-scorable test booklets; Levels 3, 4, and 5 use separate answer sheets. Use is restricted to schools with ERB membership. Examiner required. Suitable for group use.

## COMPREHENSIVE TESTS OF BASIC SKILLS: FORMS S AND T (CTBS)

Purpose: Assesses reading skills, language acquisition, and mathematics concepts.

Child, adolescent: Grades K-12.9

Timed: Complete battery, 4 hours, 15 minutes, depending on level

Scoring: Hand key; may be computer scored.

Publisher: CTB/McGraw-Hill

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil test measuring basic academic skills. The test is available in Form S and Form T. Form S contains seven levels; Level A (Grades K.1-3) Level B (Grades K.0-1.9), Level C (Grades 1.6-2.9), Level 1 (Grades 2.5-4.9), Level 2 (Grades 4.5-6.9), Level 3 (Grades 6.5-8.9), Level 4 (Grades 8.5-12.9). Levels A and B assess reading, language, and mathematics skills, Level C measures reading, language, mathematics, science, and social studies skills. Levels 1-4 assess reading, language, mathematics, social studies, and reference skills. Form T is available only for Levels 1-4. Forms S and T have been superseded by CTBS Forms U and V. Examiner required. Suitable for group use. Available in Spanish (CTBS-Espanol).

## COMPREHENSIVE TESTS OF BASIC SKILLS: FORMS U AND V (CTBS)

Purpose: Assesses reading skills, language acquisition, and mathematics concepts.

Child, adolescent: Grades K-12.9

Timed: Complete battery, 1 hour, 8 minutes-4 hours, 50 minutes

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil test measuring basic academic skills. The test is available in Forms U and V. Form U contains 10 levels: Level A (Grades K.0-K.9), Level B (Grades K.6-1.6), Level C (Grades 1.0-1.9), Level D (Grades 1.6-2.9), Level E (Grades 2.6-3.9), Level F (Grades 3.6-4.9), Level G (Grades 4.6-6.9), Level H (Grades 6.6-8.9), Level J (Grades 8.6-12.9), and Level K (Grades 11.0-12.9). Level A tests reading and mathematics skills. Levels B and C test reading, language, and mathematics. Levels D and E assess reading, language, mathematics, science, social studies, and spelling. Levels F-K measure reading, language, mathematics, science, social studies, and reference skills. Form V is available only for Levels D-J. Forms U and V replace CTBS Forms S and T. Examiner required. Suitable for group use. Available in Spanish.

## CRITERION TEST OF BASIC SKILLS

Kerth Lundell, William Brown, and James Evans

Purpose: Assesses reading and arithmetic skills of elementary school students. Used by teachers for classroom placement.

Child: Grades 1-6

Untimed: 10-15 minutes

Scoring: Hand key

Publisher: Academic Therapy Publications

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil criterion-referenced test covering reading and arithmetic skills. The Reading subtest measures letter recognition, letter sounding, blending, sequencing, special sounds, and sight words. The Arithmetic subtest measures number and numerical recognition, addition, subtraction, multiplication, and division. After scoring, both portions of the test can be transferred to a graphic profile of each student's strengths and weaknesses. Materials include recording forms, problem sheets, a stimulus cards booklet, and a manual, which contains activities correlated to the skill areas assessed. Examiner required. Suitable for group use.

## DETROIT TESTS OF LEARNING APTITUDE

Harry J. Baker

Purpose: Measures concentration and comprehension skills for professional diagnosis of individual learning disabilities.

All ages

Untimed: 35-40 minutes

Scoring: Hand key; examiner evaluated

Publisher: Pro-Ed

Classification: Education: Academic achievement and aptitude

Description: 19 category, examiner-led test, covering pictorial and verbal absurdities, pictorial and verbal opposites, oral omissions, social adjustment, free association, memory for design, number ability, and likenesses and differences. Eight classifications are measured within each category: reasoning and comprehension, practical judgment, verbal ability, time and space relationships, number ability, auditory attentive ability, visual attentive ability, and motor ability. Materials consist of record booklets and forms, examiner's handbook and supplement, book of pictorial materials and a sample packet. The examiner, depending upon the subtest, shows response cards or reads to the pupils and records their responses. Must be administered individually by trained professionals.

## DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION (VMI)

Keith E. Beery and Norman A. Buktenica

Purpose: Identifies children with visual perception, hand control, and eye-hand coordination problems. Used with children ages 12-15 and developmentally delayed adults.

All ages

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Modern Curriculum Press, Inc.

Classification: Psychology: Neuropsychology and related; Education: Sensorimotor skills

Description: Multiple-item paper-pencil test measuring the integration of visual perception and motor behavior. Test items, arranged in order of increasing difficulty, consist of geometric figures that the children are asked to copy. The Short Test Form (15 figures) is used with children ages 2-8. The Long Test Form (24 figures) is used with children ages 2-15 and adults with developmental delays. The manual includes directions for administration, scoring criteria, developmental comments, age norms, suggestions for teaching, percentiles, and standard score equivalents. Examiner required. Suitable for group use.

## DIAGNOSTIC READING SCALES, REVISED (DRS)

George D. Spache

Purpose: Identifies a student's reading strengths and weaknesses. Used by educators to determine placement and to prescribe instruction.

Child

Timed: Not available

Scoring: Examiner evaluated

Publisher: CTB/McGraw-Hill

Classification: Education: Reading/elementary

Description: Multiple-item verbal test consisting of a series of graduated scales containing 3 word-recognition lists, 22 reading selections, and 12 phonics and word analysis tests. The word-recognition yields a tentative performance level and is used to determine the level at which the student begins the reading selections. The reading selections assess three types of reading levels for the student: an instructional level, measuring oral reading and comprehension; an independent level, measuring silent reading and comprehension; and a potential level, measuring auditory comprehension. The word analysis and phonics tests measure the following skills: recognition of initial and final consonants, consonant digraphs and blends, short and long vowel sounds, vowels with r, vowel diphthongs and digraphs, common syllables and phonograms, initial consonants presented auditorily; auditory discrimination of minimal word pairs, initial consonant substitution; and blending of word parts. Examiner required. Not suitable for group use.

## DIFFERENTIAL APTITUDE TESTS (DAT)

G. K. Bennett, H. G. Seashore, and A. G. Wesman

Purpose: Assesses aptitude. Used for educational and vocational guidance in junior and senior high schools.

Child, adolescent: Grades 8-12

Timed: Complete battery, 3 hours or longer

Scoring: Hand key; may be machine scored; may be computer scored

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude; Education: Vocational guidance/ achievement and aptitude

Description: Multiple-item paper-pencil test of eight abilities: verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, and language usage. A ninth score, an index of scholastic ability, is obtained by summing the verbal reasoning and numerical ability scores. Materials include two alternate and equivalent forms, V and W. The Career Planning Questionnaire is optional. Forms V and W supersede Forms S and T. Examiner required. Suitable for group use.

## DMI MATHEMATICS SYSTEMS (DMI/MS)

CTB/McGraw-Hill

Purpose: Identifies students' strengths in mathematics and diagnoses specific instructional needs.

Child, adolescent: Grades K-8.9

Untimed: Not available

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Description: Multiple-item paper-pencil test measuring four strands of mathematics content: whole numbers, fractions, and decimals, measurement and geometry, and problem-solving and special topics. Each content area can be measured at two levels of specificity: category objectives assessment level and instructional objectives assessment level. The system is available on seven grade levels: Level A (Grades K.6-1.5), Level B (Grades 1.6-2.5), Level C (Grades 2.6-3.5), Level D (Grades 3.6-4.5), Level E (Grades 4.6-5.5), Level F (Grades 5.6-6.5), and Level G

Classification: Education: Mathematics/basic math skills

(Grades 6.6-8.9). The system is available in two formats. System, the graded approach, assesses skills by level, and materials are packaged according to the seven grade levels. System 2, the multigraded approach, assesses skills across levels, and materials are packaged according to the four strands of mathematics content. Examiner required. Suitable for group use.

## DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILLS

Margaret Doren

Purpose: Assesses why a child has difficulty reading. Used with groups to identify the level from which reading instruction should proceed.

Child: Grades 1-4

Untimed: 1-3 hours

Scoring: Hand key; examiner evaluated

Publisher: American Guidance Service

Classification: Education: Reading/elementary

Description: 12-category paper-pencil measure of word recognition skills in the following areas: letter recognition, beginning sounds, whole word recognition, words within words, speech consonants, ending sounds, blending, rhyming, vowels, discriminate guessing, spelling, and sight words. The examiner reads the directions printed in the manual and encourages the students to follow the same directions in their test booklets. Sample questions are provided at the beginning of each subtest. Scores are graphed on an Individual Skill Profile for each student, and overall class performance is recorded on the Class Composite Record. The test is designed to provide, in a group situation, the detailed diagnosis that otherwise could be obtained only through individual testing. Examiner required. Suitable for group use.

## DURRELL ANALYSIS OF READING DIFFICULTY: THIRD EDITION

Donald D. Durrell and Jane H. Catterson

Purpose: Assesses reading behavior. Used for diagnosis, measurement of prereading skills, and planning remedial programs.

Child: Grades 1-6

Untimed: 30-45 minutes

Scoring: Examiner evaluated

Publisher: The Psychological Corporation

Classification: Education: Reading/elementary

Description: Multiple-item series of tests and situations measuring 10 reading abilities: oral reading, silent reading, listening comprehension, listening vocabulary, word recognition/word analysis, spelling, auditory analysis of words and word elements, pronunciation of word elements, visual memory of words, and prereading phonics abilities. Supplementary paragraphs for oral and silent reading are provided for supplementary testing or retesting. Materials include a spiral-bound booklet containing items to be read and a tachistoscope with accompanying test card. Examiner required. Not suitable for group use.

## FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION

Marianne Frostig and Associates

Purpose: Evaluates children referred for learning difficulties or neurological handicaps by assessing perceptual skills.

Child: Grades PreK-3

Untimed: 30-45 minutes

Description: 41-item paper-pencil test of five operationally defined perceptual skills: eye-motor coordination, figure-ground, constancy of shape, position in space, and spatial relationships. The test is correlated with reading achievement in a normal first-grade classroom. Materials include 11 demonstration cards showing various shapes and figures. The examiner provides regular and colored pencils and crayons. A blackboard is necessary for group

Scoring: Hand key

Publisher: Consulting Psychologists Press, Inc.

Classification: Education: Education development and school readiness

administration. Examiner required. Suitable for group use. Available in Spanish, French, German, Italian, Dutch, Japanese, and Swedish.

## GATES-MACGINITIE READING TESTS, SECOND EDITION

Walter MacGinitie

Purpose: Measures the reading achievement of students in Grades 1-12. Used to identify students who would benefit from remedial or accelerated programs, evaluate instructional programs, and counsel students and report progress to parents.

Child, adolescent: Grades 1-12

Timed: Levels A-F, 55 minutes

Scoring: Hand key; may be computer scored

Publisher: The Riverside Publishing Company

Classification: Education: Reading/multilevel

Description: Multiple-item paper-pencil test assessing reading comprehension and vocabulary development. The test is available on seven levels: Basic R (Grade 1), A (Grade 1.5-1.9), B (Grade 2), C (Grade 3), D (Grades 4-6), E (Grades 7-9), F (Grades 10-12). Each level measures vocabulary and reading comprehension; Basic R also measures letter recognition and letter "sounds." Examiner required. Suitable for group use.

## GILMORE ORAL READING TEST

John V. Gilmore and Eunice C. Gilmore

Purpose: Assesses the oral reading abilities of students. Used for program planning and academic placement.

Child: Grades 1-8

Untimed: 15-20 minutes

Scoring: Examiner evaluated

Publisher: The Psychological Corporation

Classification: Education: Reading/elementary

Description: Oral-reading test measuring three aspects of oral reading ability: accuracy, comprehension, and rate. The spiral-bound booklet of reading paragraphs and the manuals of directions are needed to administer the test. A separate record blank is needed for each child tested. A five-level classification of accuracy, rate, and comprehension is provided, as well as stanines and grade-equivalents for accuracy and comprehension scores. The test is available in two alternate and equivalent forms, C and D. Examiner required. Not suitable for group use.

## GRAY ORAL READING TESTS - REVISED (GORT-R)

J. Lee Wiederholt and Brian R. Bryant

Purpose: Measures growth in oral reading and diagnoses reading difficulties in students.

Child, adolescent: Ages 7-17

Untimed: 20-30 minutes

Scoring: Examiner evaluated

Publisher: Pro-Ed

Classification: Education: Reading/multilevel

Description: Multiple-item oral-response test in two alternate, equivalent forms. The student reads 13 developmentally sequenced passages and responds to five comprehension questions. The passage score, derived from reading rate and errors, is reported in standard scores and percentiles. This new test provides standard scores and percentiles for oral reading comprehension and a system for analyzing miscues in meaning similarity, function similarity, graphic/phonemic similarity, and self-correction. Examiner required. Not suitable for group use.

## INDIVIDUALIZED CRITERION REFERENCED TESTING (ICRT)

Purpose: Measures student progress and achievement against a specific set of objectives in reading and mathematics. Measures student mastery of specific skills. Used for program planning, instructional management, and program assessment.

Child

Untimed: Varies

Scoring: Placement tests examiner evaluated; ICRT tests computer scored

Publisher: Educational Development Corporation

Classification: Education: Academic achievement and aptitude; Education: Math / Basic Math Skills; Education: Reading/elementary

Description: 718-item paper-pencil test assessing student skills in math and reading. The reading test (304 objectives) measures skills in the following areas: phonetic analysis, structural analysis, word function skills, and comprehension. Items are arranged in 38 color-coded test booklets divided into eight levels. The mathematics test (384 objectives) measures knowledge of whole number operations, fractions, measurement, geometry, decimals/per cent, and special topics. Items are arranged in 51 test booklets divided into nine levels. The tests measure the students' mastery or lack of mastery for each skill or concept tested. Placement tests and procedures are provided for both reading and math to insure that students are tested at a level compatible with their abilities. These placement tests indicate which five reading tests and which five mathematics tests should be administered for the actual testing. Three computer reports are provided. The student report identifies for each student which skills have been mastered, which skills need review, and which skills should be attempted next. Individual student records are kept in separate student profile folders for reading and mathematics. A teacher report and an administrative report are available. Benchmark tests also are provided for interim assessment of student progress. Objective-by-objective correlations are also provided for more than 275 reading materials and more than 130 mathematics materials. Examiner required. Suitable for group use.

## IOWA TESTS OF BASIC SKILLS, FORMS 7 AND 8 (ITBS)

A. N. Hieronymus, E. F. Lindquist, and H. D. Hoover

Purpose: Assesses the development of students' basic academic skills. Identifies strengths and weaknesses in basic academic skills and evaluates the effectiveness of instructional programs.

Child, adolescent: Grades K-9

Timed: Multilevel Edition Basic Battery, 244 minutes; Complete Battery, 139 minutes

Untimed: Primary Battery, 150-235 minutes, depending on form

Scoring: Hand key; may be computer scored

Publisher: The Riverside Publishing Company

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil tests assessing proficiency in the basic skills required for academic success. The test is available on 10 levels. The Primary Battery (Levels 5-8) is used with students in Grades K-3. The Multilevel Edition (Levels 9-14) is designed for students in Grades 3-9. All 10 levels assess combinations of the following skills: vocabulary, reading, language, spelling, capitalization, punctuation, language usage, work-study, visual materials, reference materials, mathematics concepts, problem solving, and computation. Listening and word analysis are also measured at the primary level. The Primary Battery (Levels 5-6) is available only in a basic battery. The Primary Battery (Levels 7-8) and the Multilevel Edition (Levels 9-14) are available in a basic battery and a complete battery. The ITBS is normed concurrently with the Cognitive Abilities Test for reliable comparisons between attained and expected achievement scores. The Primary Battery uses machine-scorable test booklets, and the Multilevel Edition uses test booklets and separate answer sheets. Examiner required. Suitable for group use.

## KAUFMAN TEST OF EDUCATIONAL ACHIEVEMENT (K-TEA)

Alan S. Kaufman and Nadeen L. Kaufman

Purpose: Assesses educational achievement of students ages 6-18. Used for educational planning by school and clinical psychologists, educational diagnosticians, learning disabilities specialists, remedial reading teachers, counselors, and other specialists.

Child, adolescent: Grades 1-12

Timed: Brief form, 15-35 minutes; comprehensive form, 30-65 minutes

Scoring: Hand key; computer scoring

Publisher: American Guidance Service

Classification: Education: Academic achievement and aptitude; Education: Special education/learning disabled

Description: Multiple-item oral-response paper-pencil test in two forms. The Brief Form measures global achievement in reading, mathematics, and spelling. The 52-item reading subtest assesses decoding of printed words and comprehension. The 52-item mathematics subtest measures basic arithmetic concepts, applications of mathematical principles to real-life situations, numerical reasoning, and simple and advanced computation skills. The 40-item spelling dictation subtest assesses ability using a steeply graded word list. The Comprehensive Form provides a more thorough assessment of achievement through 5 subtests. The 60-item mathematics/applications subtest measures a wide variety of arithmetic concepts and extensive applications of mathematical principles and reasoning skills to real-life situations. The 60-item reading/decoding subtest measures the ability to identify letters and pronounce words of gradually increasing phonetic and nonphonetic difficulty. The 50-item spelling dictation subtest assesses ability using an increasingly difficult word list. The 50-item reading/comprehension subtest assesses literal and inferential comprehension. The 60-item mathematics/computation subtest assesses written computation skills including the four basic operations and more complex computational abilities such as algebra. Examiner required. Not suitable for group use.

## KEYMATH DIAGNOSTIC ARITHMETIC TEST

Austin Connolly, William Nachtman, and E.M. Pritchett

Purpose: Diagnoses children's arithmetic skills to identify areas of weakness for remedial instruction.

Child: Grades K-6

Untimed: 30-40 minutes

Scoring: Examiner evaluated

Publisher: American Guidance Service

Classification: Education: Mathematics/basic math skills

Description: Three-category verbal test covering content (enumeration, fractions, geometry, and symbols), operations (addition, subtraction, multiplication, division, mental computation, and numerical reasoning), and applications (word problems, missing elements, money, measurement, and time). The examiner displays a test plate to the student, asks a test question, and records the student's response on an individual record form. Only those items within the student's functional range are administered. Materials include test plates bound into an easel, a manual, and 25 diagnostic records. Grade equivalents, grade percentile ranks, and normal curve equivalents for Grades 2-6 are available. Diagnostic information provided includes total test performance, area performance in content, operations, and applications, subtest performance, and subtest item performance. A KeyMath Metric Supplement to assess metric measurement skills is available. Examiner required. Not suitable for group use.

## McCARTHY INDIVIDUALIZED DIAGNOSTIC READING INVENTORY

William G. McCarthy

Purpose: Diagnoses the development of students' reading skills so the teacher can screen for reading disabilities and select appropriate instructional materials.

Child: Grades 2 and over

Untimed: 1-1 1/2 hours

Scoring: Examiner evaluated

Publisher: Educators Publishing Service, Inc.

Classification: Education: Reading/multilevel

Description: 11 brief reading selections ranked from primer to Grade 12, read by the student to the examiner. Beginning with Part One, the student's skills are quickly measured by the controlled Vocabulary List and Basal Reader Graded Selections. All reading errors can be marked on the Teacher Administration Booklet. Based on the student's performance in Part 1, the appropriate reading selections are administered for Parts 2, 3, and 4. The factors measured are oral reading, reading comprehension, critical thinking skills, vocabulary, phonics, word recognition, sight vocabulary, and study skills. Hobbies, reading interests, and physical health also are evaluated. The last part of the test moves into prescription by providing structure to develop a preliminary plan for reading instruction based on the information gained in the inventory. Examiner required. Not suitable for group use.

## METROPOLITAN ACHIEVEMENT TESTS: 6TH EDITION—SURVEY BATTERY

Purpose: Assesses school achievement. Used for measuring performance of large groups of students.

Child, adolescent: Grades K-12

Timed: Varies according to level

Scoring: Hand key; machine scoring available

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude

Description: Multiple-item paper-pencil test of school achievement divided into eight levels: Preprimer (Grades K.0-K.9), Primer (Grades K.5-1.9), Primary 1 (Grades 1.5-2.9), Primary 2 (Grades 2.5-3.9), Elementary (Grades 3.5-4.9), Intermediate (Grades 5.0-6.9), Advanced 1 (Grades 7.0-9.9), and Advanced 2 (Grades 10.0-12.9). The Basic Battery for all eight levels consists of tests in reading, mathematics, and language. The Complete Battery for the Primary level through the Advanced 2 level also assesses social science and science. Research skills are measured at the Elementary level through the Advanced 2 level. The Metropolitan Reading, Mathematics, and Language Instructional test provide more in-depth analyses than the Survey Battery. Examiner required. Suitable for group use.

## OTIS-LENNON MENTAL ABILITY TEST

Arthur S. Otis and Roger T. Lennon

Purpose: Assesses general mental ability or scholastic aptitude.

Child, adolescent: Grades K.5-12

Timed: Varies

Scoring: Hand key; may be machine scored; computer scoring service available

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude

Description: Multiple-item test covering a broad range of cognitive abilities. The test is divided into six levels: Primary I and II (K-Grade 1), Elementary I and II (Grades 1-6), Intermediate (Grades 7-9), and Advanced (Grades 10-12). No reading is required for the first three levels. Materials include two alternate and equivalent forms, J and K. This test replaces the Otis Quick-Scoring Mental Ability Test. Examiner required. Suitable for group use.

## OTIS-LENNON SCHOOL ABILITY TEST (OLSAT)

Arthur S. Otis and Roger T. Lennon

Purpose: Measures abstract thinking and reasoning ability. Used for predicting success in cognitive, school-related activities.

Child, adolescent: Grades 1-12

Timed: Varies

Scoring: Hand key; may be machine scored; computer scoring service available

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude

Description: Multiple-item test covering abilities emphasized in school. Items use verbal, figural, and numerical stimuli. The test is divided into five levels: Primary I (Grade 1), Primary II (Grades 2-3), Elementary (Grades 4-5), Intermediate (Grades 6-8), Advanced (Grades 9-12). No reading is required of pupils in Grades 1, 2, and 3. Materials include two alternate and equivalent forms, R and S. Form R may be used in conjunction with the Metropolitan Achievement Tests: 5th Edition. Examiner required. Suitable for group use.

## PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT)

Lloyd M. Dunn and Frederick C. Markwardt, Jr.

Purpose: Provides an overview of individual scholastic attainment. Used to screen for areas of weakness requiring more detailed diagnostic testing.

All ages

Untimed: 30-50 minutes

Scoring: Examiner evaluated

Publisher: American Guidance Service

Classification: Education: Academic achievement and aptitude

Description: 402-item test of mathematics (84 items), reading recognition (84 items), reading comprehension (66 items), spelling (84 items), and general information (84 items), including science, social studies, fine arts, and sports. Derived scores are grade equivalents, grade percentile ranks, age equivalents, age percentile ranks, and standard scores by age or grade. Materials include two easel kits containing test plates, 25 record sheets, and a manual. Examiner required. Not suitable for group use.

## PEABODY PICTURE VOCABULARY TEST-REVISED (PPVT-R)

Lloyd M. Dunn and Leota M. Dunn

Purpose: Measures receptive vocabulary for Standard American English, estimates verbal ability, and assesses academic aptitude. Used with English as a Second Language students, mentally retarded and gifted students, and applicants for jobs requiring good aural vocabulary.

All ages

Untimed: Not available

Scoring: Examiner evaluated

Publisher: American Guidance Service

Classification: Education: Intelligence & related: Psychology: Intelligence & related

Description: 175-item "point-to" response test measuring receptive vocabulary in English. Test items, arranged in order of increasing difficulty, consist of plates of four pictures. Subjects are shown a plate and asked to point to the picture which corresponds to the stimulus word. Only those plates within a subject's ability range are administered. Age-based norms include standard scores, percentile ranks, stanines, and age equivalents. The complete kit includes 175 test plates bound in an easel, manual, 25 individual record forms, and shelf box. Available in two forms, L and M. A special plastic plate edition is available. Examiner required. Not suitable for group use.

## ROSWELL-CHALL DIAGNOSTIC READING TEST OF WORD ANALYSIS SKILLS (REVISED AND EXTENDED)

Florence Roswell and Jeanne Chall

Purpose: Assesses a child's ability to use fundamental phonic and word recognition skills. Used for diagnostic and prescriptive teaching purposes in classrooms, tutorial work, and reading clinics.

Child: Grades K-4

Untimed: 10-15 minutes

Scoring: Examiner evaluated

Publisher: Essay Press

Classification: Education: Reading/Elementary

Description: Multiple-item oral-response test containing the following subtests: words, naming capital and lowercase letters, consonant sounds, consonant blends and digraphs, short vowels, long vowels with e, long vowel combinations, writing and spelling CVC words. Appropriate subtests are indicated for different levels of reading ability. Results yield a comprehensive profile indicating a grade level and classifies skills as mastered, requiring review or requiring systematic instruction. The test is available in Forms A and B for test-retest purpose. Suitable for use with older students whose phonic and word recognition skills are at a Grade 4 level or below. Examiner required. Not suitable for group use.

## SCHOOL AND COLLEGE ABILITY TESTS, SERIES III (SCAT III)

Educational Testing Service

Purpose: Measure a student's basic verbal and quantitative abilities.

Child, adolescent: Grades 3.5-12.9

Timed: 40 minutes

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Classification: Education: Academic achievement and aptitude

Description: 100-item two-part paper-pencil test measuring verbal and mathematical skills. The verbal portion of the test uses verbal analogies to assess a student's understanding of words. The quantitative section uses quantitative comparison items to measure a student's knowledge of basic number operations. The test yields verbal, quantitative, and total raw scores, which may be converted to standard scores, national percentile ranks, and stanines. Forms are available for three levels: Elementary (Grades 3-6), Intermediate (Grades 6-9), and Advanced (Grades 9-12). The SCAT III is a revision of the SCAT II; the metric system has been incorporated in the SCAT III and racial and ethnic biases have been deleted. Examiner required. Suitable for group use.

## SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP III) (CIRCUS)

Educational Testing Service

Purpose: Measures achievement in language, mathematics, science, and social studies. Used to assess individual and group academic mastery and to evaluate curriculum program.

Child, adolescent: Grades 3.5-12.9

Timed: 40 minutes per test

Scoring: Hand key; may be computer scored

Publisher: CTB/McGraw-Hill

Classification: Education: Academic achievement & aptitude

Description: Multiple-item comprehensive testing program consisting of 10 levels: CIRCUS Preprimary and Primary Levels A-D (Grades PreK-3.5) and Intermediate and Advanced Levels E-J (Grades 3.5-12.9). The CIRCUS Preprimary and Primary levels assess pre-reading, reading, mathematics, and listening skills. Beginning with Grade 2, writing skills are measured. Study skills and social studies and science skills are tested beginning at Grade 3. The program also contains four end-of-course tests in algebra and geometry, biology, chemistry, and physics. Examiner required. Suitable for group use.

## SLINGERLAND SCREENING TESTS FOR IDENTIFYING CHILDREN WITH SPECIFIC LANGUAGE DISABILITY

Beth H. Slingerland

Purpose: Screens elementary school children for indications of specific language disabilities in reading, spelling, handwriting, and speaking in order to identify those needing special tutoring and further evaluation and to show teachers the strengths and weaknesses of their pupils.

Child: Grades 1-6

Untimed: 1 1/2 hours

Scoring: Examiner evaluated

Publisher: Educators Publishing Service, Inc.

Classification: Education: Special education/learning disabled; Education: Speech, hearing, and visual/speech and language

Description: Multiple-item verbal paper-pencil examination containing five sub-tests evaluating visual-motor coordination and visual memory linked with motor coordination and three subtests evaluating auditory-visual discrimination and auditory memory-to-motor ability. The test is available in four forms, A, B, C, for Grades 1-4 and D for Grades 5-6. Form D, which contains the ninth subtest evaluating personal orientation in time and space and the ability to express ideas in writing, helps identify children whose specific language difficulties may have become persistent. All the forms contain separate Echolalia tests and include individual auditory tests to identify students who have difficulty recalling words and pronouncing words correctly or are unable to express their ideas in an organized manner. Examiner required. Suitable for group use.

## SLOSSON ORAL READING TEST (SORT)

Richard L. Slosson

Purpose: Measures the reading ability of and identifies reading handicaps in students.

Child, adolescent: Grades 1-12

Untimed: 3-5 minutes

Scoring: Examiner evaluated

Publisher: Slosson Educational Publications, Inc.

Classification: Education: Reading/multilevel

Description: Oral screening test yielding reading levels from 10 word lists. The test is based upon the ability to pronounce words at various levels of difficulty. Directions for administration and scoring are contained on each score sheet. Form A, a large-print edition, is available for adults and the visually and verbally handicapped. The word lists are identical to those contained in the regular version, but they have been enlarged and printed on cards for ease of presentation. Scoring instructions accommodate adult literacy programs. Examiner required. Not suitable for group use.

## SPADAFORE DIAGNOSTIC READING TEST (SDRT)

Gerald J. Spadafore

Purpose: Assesses reading skills of students in Grades 1-12 and adults. Used as a screening and diagnostic instrument for academic placement and career guidance counseling.

Child, adolescent, adult

Untimed: Screening, 30 minutes; diagnosis, 1 hour

Scoring: Examiner evaluated

Publisher: Academic Therapy Publications

Description: Four subtests assess word recognition, oral reading and comprehension, silent reading comprehension, and listening comprehension. Criterion-referenced test items are graded for difficulty. Independent, Instructional, and Frustration reading and comprehension levels are designated for performance at each grade level. Test results may be used for screening to determine whether reading problems exist at a student's current grade placement. Administration for screening requires 30 minutes for all four subtests and determines whether reading problems exist at a student's current grade placement. Administration for diagnostic purposes requires 60 minutes for all four subtests and yields a

Classification: Education: Reading/multilevel

comparison of decoding reading skills. Guidelines are provided for interpreting performance in terms of vocational literacy. The test may be scored as it is administered. Provisions for conducting a detailed error analysis of oral reading are included. Examiner required. Not suitable for group use.

## **SRA ACHIEVEMENT SERIES FORMS 1-2 (ACH 1-2)**

Robert A Naslund, Louis P. Thorpe, and D. Welty Lefever

Purpose: Assesses students' general scholastic achievement.

Child, adolescent: Grades K-12

Timed: 3-5 hours

Scoring: Hand key; may be computer scored

Publisher: Science Research Associates, Inc.

Classification: Education: Academic achievement & aptitude

Description: Multiple-item paper-pencil academic achievement test assessing reading, math, language, science, and social studies. An optional section on educational ability and reference materials is included. The tests are norm-referenced. Two equivalent forms are available for each test. Examiner required. Suitable for group use.

## **SRA SURVEY OF BASIC SKILLS (SBS)**

Purpose: Measures students' achievement. Used by teachers and administrators for program planning, and evaluation, teachers to provide remediation, and parents and counselors to understand a student's performance as it relates to others across the country.

Child, adolescent: Grades K-12

Timed: Varies

Scoring: Hand key; may be computer scored; may be machine scored

Publisher: Science Research Associates, Inc.

Classification: Education: Academic achievement & aptitude

Description: Multiple-item paper-pencil battery of tests surveying general academic achievement. The lower battery of tests (Levels 20-23), for Grades K-3, measures basic skills taught in reading (auditory discrimination, letters and sounds, decoding, listening comprehension, vocabulary, comprehension); mathematics (concepts/problem solving and computation); and language arts (mechanics, usage, spelling). The upper battery (Levels 34-37), for Grades 4-12 measures basic skills in reading (vocabulary and comprehension); language arts, use of reference materials; social studies; and science. For Level 37, an additional Survey of Applied Skills score is reported, measuring knowledge of consumer economics, health and safety, employment, and community resources. An Education Ability Series also is available for use with the Survey of Basic Skills. The EAS measures vocabulary, arithmetic computation, letter patterns, word differences, and manipulation of forms in space, and provides an estimate of educational ability. Examiner required. Suitable for group use.

## **STANFORD ACHIEVEMENT TEST: 7TH EDITION**

Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen, and Jack C. Merwin

Purpose: Assesses school achievement status of children.

Child, adolescent: Grades 1.5-9.9

Timed: Varies

Description: Multiple-item paper-pencil test measuring several aspects of school achievement. The test is divided into six levels: Primary 1, Primary 2, Primary 3, Intermediate 1, Intermediate 2, and Advanced. Primary 1 and 2 test nine achievement areas: word study skills, word

Scoring: Hand key; computer scoring service available  
Publisher: The Psychological Corporation  
Classification: Education: Academic achievement and aptitude

reading, reading comprehension, vocabulary, listening comprehension, spelling, concepts of number, mathematics computation, and environment. Primary 3 and Intermediate 1 and 2 measure the same areas as Primary 1 and 2, as well as language/English, mathematics applications, science, and social science. Word reading and environment are not assessed. The Advanced Level assesses every area except word study skills. Together with the Stanford Early School Achievement Test and the Stanford Test of Academic Skills, the test provides for continuous assessment throughout the school years. Examiner required. Suitable for group use.

## STANFORD DIAGNOSTIC MATHEMATICS TEST (SDMT)

Leslie S. Beatty, Richard Madden, Eric F. Gardner, and Bjorn Karlsen

Purpose: Identifies individual pupil needs in the area of mathematics.

Child, adolescent: Grades 1.5-13

Timed: Varies

Scoring: Hand key; computer scoring service available

Publisher: The Psychological Corporation

Classification: Education: Academic achievement and aptitude; Education: Math/basic math skills

Description: Multiple-item paper-pencil test measuring mathematics skill in three areas: number system and numeration, computation, and applications. The test is divided into four levels: red (Grades 1.5-4.5), green (Grades 3.5-6.5), brown (Grades 5.5-8.5), and blue (Grades 7.5-13). Materials include a manual with prescriptive teaching strategies and two alternate and equivalent forms, A and B. The test is linked statistically with the Stanford Achievement Test Series. Examiner required. Suitable for group use.

## STANFORD MEASUREMENT SERIES STANFORD DIAGNOSTIC READING TEST (SDRT); THIRD EDITION

Bjorn Karlsen and Eric F Gardner

Purpose: Measures major components of the reading process. Used for diagnosing specific student needs.

Child, adolescent: Grades 1.5-12.8

Timed: 1 hour, 45 minutes-2 hours, 6 minutes, depending on level

Scoring: Hand key; machine scoring available

Publisher: The Psychological Corporation

Classification: Education: Academic achievement & aptitude; Education: Reading/multilevel

Description: Multiple-item paper-pencil test measuring four aspects of reading: comprehension, vocabulary, decoding, and rate. The test is divided into four levels; red (Grades 1.8-3.8), green (Grades 3.1-5.8), brown (Grades 5.1-8.8), and blue (Grades 8.8-12.8). Cutoff scores indicate the need for remedial programming. Materials include handbooks with instructional suggestions and instructional materials. The test is linked statistically with the Stanford Achievement Test Series. Two alternate and equivalent forms, G and H, are available. Examiner required. Suitable for group use.

## STEENBURGEN DIAGNOSTIC-PRESCRIPTIVE MATH PROGRAM AND QUICK MATH SCREENING TEST

Fran Steenburgen Gelb

Purpose: Determines an elementary school student's exact level of functioning in mathematics. Used to plan programs for children and older remedial students whose math skills are still at the elementary level.

Child, adolescent: Grades 1-6 and older students

Untimed: 10 minutes

Scoring: Hand key

Publisher: Academic Therapy Publications

Classification: Education: Math/Basic math skills; Education: Academic achievement & aptitude

Description: Multiple-item paper-pencil screening test measuring ability in simple addition, subtraction, one-digit carrying, addition of mixed numbers, and long division. The items are arranged in a sequential hierarchy according to the grade level at which each skill is introduced. For example, Level I includes problems appropriate for Grades 1-3 and Level II contains problems for Grades 4-6. Scores can be plotted on a profile sheet that graphically shows a student's progress from pre- to post-test. After the student's strengths and weaknesses are identified, the diagnostic-prescriptive program consisting of 55 reproducible worksheets can be used by the student until skills are mastered. The format of the screening test does not over stimulate hyperactive or distractible children. Examiner required. Suitable for group use.

## THE NEW SUCHER-ALLRED READING PLACEMENT INVENTORY

Floyd Sucher and Ruel A. Allred

Purpose: Assesses students' independent, instructional and frustrational reading levels. Used for reading placement, identification of reading difficulties, and general screening for remedial reading.

Child, adolescent: Grades 1-6

Untimed: 20 minutes

Scoring: Examiner evaluated

Publisher: The Economy Company

Classification: Education: Reading/elementary

Description: Multiple-item test measuring in two parts word recognition, oral reading, oral reading comprehension, and silent reading comprehension. In the Word Recognition Test, which is administered first, the child orally reads a list of words. The teacher assesses word recognition and uses the results to select a starting point for administering the Oral Reading Test. Two forms, A and B, are available. Examiner required. Not suitable for group use.

## TASK ASSESSMENT FOR PRESCRIPTIVE TEACHING (TAPT)

Daniel Hofeditz and Duane Wilke

Purpose: Measures an individual's language and math abilities. Used by special education teachers to evaluate students with learning disabilities, mental impairments, or behavior disorders.

Ages 6-adult

Untimed: 20-40 minutes

Scoring: Hand key; examiner evaluated

Publisher: Scholastic Testing Service, Inc.

Description: Multiple-item paper-pencil test consisting of 12 mathematics and 11 reading booklets containing all necessary instructions and places for student responses. The mathematics booklets cover the following areas: pre-skills, addition, subtraction, monetary concepts, time concepts, multiplication, division, fractions, decimals, percentages, weights and measures, and practical skills (with calculator). The reading booklets cover the following areas: pre-skills, letters, consonant/symbol sound, vowel/symbol sound, blending skills, academic/instructional words, community/functional words, word structure analysis, question orientation and context, thought expression, and informational resources. The booklets can

Classification: Education: Special education/learning disabled

be kept in a folder as a permanent part of a student's record. Each booklet contains a Student Progress Sheet, which summarizes and graphs performance. The test also provides preprinted objective sheets that help meet the local requirement of Individualized Education Programs (IEPs). Examiner required. Suitable for group use.

## TEST OF LANGUAGE DEVELOPMENT (TOLD INTERMEDIATE)

Donald D. Hammill and Phyllis L. Newcomer

Purpose: Assesses the speaking abilities of children. Identifies children with language problems.

Child: Ages 8.5-12.11

Untimed: 40 minutes

Scoring: Hand key; may be computer scored

Publisher: Pro-Ed

Classification: Education: Speech, hearing, and visual/speech and language

Description: 160-item oral-response test consisting of five subtests measuring different aspects of spoken language. The Generals (25 items) and Characteristics (50 items) subtests assess the understanding and meaningful use of spoken words. The Sentence Combining (20 items), Word Ordering (25 items), and Grammatic Comprehension (40 items) subtests assess different aspects of grammar. Test results are reported in terms of standard scores, percentiles, age equivalents, and quotients. By combining various subtest scores, it is possible to diagnose a child's abilities in relation to specific language skills, including overall spoken language, listening (receptive language), speaking (expressive language), semantics (the meaning of words), and syntax (grammar). Examiner required. Not suitable for group use.

## TEST OF LANGUAGE DEVELOPMENT (TOLD-PRIMARY)

Phyllis L. Newcomer and Donald D. Hammill

Purpose: Assesses the speaking abilities of children. Used as a language achievement test and to identify children with language problems, including mental retardation, learning disabilities, reading disabilities, speech delays, and articulation problems.

Child: Ages 4-8.11

Untimed: 40 minutes

Scoring: Hand key; may be computer scored

Publisher: Pro-Ed

Classification: Education: Speech, hearing, and visual/speech and language

Description: 170-item oral-response test consisting of seven subtests measuring different components of spoken language. The Picture Vocabulary (25 items) and Oral Vocabulary (20 items) subtests assess the understanding and meaningful use of spoken words. The Grammatic Understanding (25 items), Sentence Imitation (30 items), and Grammatic Completion (30 items) subtests assess different aspects of grammar. The Word Articulation (20 items) and Word Discrimination (20 items) subtests are supplemental tests measuring the ability to pronounce words correctly and distinguish between words that sound familiar. Test results are reported in terms of standard scores, percentiles, age equivalents, and quotients. By combining various subtest scores, it is possible to diagnose a child's abilities in relation to specific language skills, including overall spoken language, listening (receptive language), speaking (expressive language), semantics (the meaning of words), and syntax (grammar). Examiner required. Not suitable for group use.

## TEST OF MATHEMATICAL ABILITIES (TOMA)

Virginia L. Brown and Elizabeth McEntire

Purpose: Assesses the mathematical attitudes and aptitudes of students. Used to plan and assess instructional programs in mathematics.

Description: Five paper-pencil subtests assessing knowledge, mastery, and attitudes in two major skill areas: story problems and computation. In addition to meas-

Child, adolescent: Grades 3-10

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Pro-Ed

Classification: Education: mathematics/basic math skills

uring the student's abilities, the following broad diagnostic areas are assessed: expressed attitudes toward mathematics, understanding of vocabulary as applied to mathematics, the functional use of mathematics as applied to our general culture, and the relationship between a student's attitudes and abilities and those of his peers. Normative information related to age and IQ, as well as graded mastery expectations for the "400" basic number facts, is provided for students ages 8-17. Scores differentiate diagnostically between students who have problems in mathematics and those who do not. Examiner required. Suitable for group use.

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## TEST OF READING COMPREHENSION (TORC)

Virginia L. Brown, Donald D. Hammill, and J. Lee Wiederholt

Purpose: Assesses students' reading comprehension. Used to diagnose reading problems in terms of current psycholinguistic theories of reading comprehension as a constructive process involving both language and cognition.

Child, adolescent: Grades 2-12

Untimed: 1 hour, 45 minutes

Scoring: Hand key

Publisher: Pro-Ed

Classification: Education: Reading/multilevel

Description: Eight paper-pencil subtests measuring aspects of reading comprehension. Three of the subtests (General Vocabulary, Syntactic Similarities, and Paragraph Reading) are combined to determine a basic Comprehension Core, which is expressed as a Reading Comprehension Quotient (RCQ). Three subtests measure students' abilities to read the vocabularies of math, science, and social studies. Subtest #7, Reading the Directions of Schoolwork, is a diagnostic tool for younger or remedial students. The eighth subtest is Sentence Sequences. Scaled scores are provided for each subtest. Examiner required. Not suitable for group use.

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## TEST OF WRITTEN LANGUAGE (TOWL)

Donald D. Hammill and Stephen C. Larsen

Purpose: Identifies students who have problems in written expression. Pinpoints specific areas of deficit.

Child, adolescent: Grades 2-12

Untimed: Varies

Scoring: Examiner evaluated

Publisher: Pro-Ed

Classification: Education: English and related/multilevel

Description: Paper-pencil free-response test in which students write a story about a given theme. The test yields information in six areas of writing competence: thematic maturity, spelling, vocabulary, word usage, style, and handwriting. The information is derived from an analysis of a sample of continuous writing, as well as from an analysis of subtest performance. Examiner required. Suitable for group use. Available in Spanish.

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## THEMATIC APPERCEPTION TEST (TAT)

Henry Alexander Murray

Purpose: Assesses personality through projective technique focusing on dominant drives, emotions, sentiments, complexes, attitudes, and conflicts.

Description: 20-item projective-type test in which a subject is shown pictures one at a time and asked to make up a story about each picture. The examiner records the subject's stories for later analysis. The projective test seeks

Child, adolescent, adult: Ages 14-40

Untimed: 1 hour per series

Scoring: Examiner evaluated

Publisher: Harvard University Press

Classification: Psychology: Personality/adolescent and adult

to measure among other things, the subject's temperament, level of emotional maturity, observational ability, intellectuality, imagination, psychological insight, creativity, sense of reality, and factors of family and psychic dynamics. Generally the subject is asked to make up stories based on 10 cards in each of two sessions. A trained examiner is required. Not suitable for group use.

## THE 3-R'S TEST

Nancy S. Cole, E. Rogers Trent, Dena C. Wadell, Robert I. Thorndike, and Elizabeth P. Hagan

Purpose: Measures achievement in basic reading, language, and mathematics skills.

Child, adolescent: Grades K-12

Timed: 50-190 minutes, depending on edition and grade level

Scoring: Hand key; may be machine scored

Publisher: The Riverside Publishing Company

Classification: Education: Academic achievement and aptitude

Description: Three multiple-item paper-pencil batteries assessing academic achievement and ability: the Achievement Edition for Grades K-12 (Levels 6-18), the Achievement/Abilities Edition for Grades 3-12 (Levels 9-18), and the Class-Period Edition for Grades K-12 (Levels 6-18). The Achievement Edition measures reading and mathematics abilities for students in Grades K-2 and reading, mathematics, and language skills for students in Grades 3-12. The Achievement Edition is available in two alternate forms, A and B. The Achievement and Abilities Edition includes the achievement tests in the Achievement Edition as well as tests measuring verbal and quantitative abilities. LaPrueba is the Spanish edition of the 3R's Test, Form A (Levels 6-14). It is designed to determine the degree to which students are literate in Spanish and to assess the achievement of students whose primary language is Spanish. Each level is designed for administration in one or two grades. The Spanish version also measures achievement in science and social studies. Examiner required. Suitable for group use.

## VISUAL-AURAL DIGIT SPAN TEST (VADS)

Elizabeth M. Koppitz

Purpose: Diagnoses specific problems in reading recognition and spelling for children who can read and write digits. Used to develop individual educational programs for learning-disabled children.

Child: Ages 5 1/2-12

Untimed: 10 minutes

Scoring: Examiner evaluated

Publisher: Grune & Stratton, Inc.

Classification: Education: Reading/elementary

Description: Multiple-item test in which digit sequences on 26 test cards must be reproduced from memory, first orally, then in writing after being presented orally, and then, as a separate series, visually. The test measures auditory, visual, visual-auditory, and auditory-visual integration; sequence and recall of digits; and organization of written materials. There are 11 scores, which are interpreted individually. Examiner required. Suitable for group use. Available in Spanish.

## WECHSLER INTELLIGENCE SCALE FOR CHILDREN-REVISED (WISC-R)

David Wechsler

Purpose: Assesses intellectual ability in children.

Child, adolescent: Ages 6-16

Untimed: 1 hour

Scoring: Examiner evaluated

Publisher: The Psychological Corporation

Classification: Psychology: Intelligence and related;

Education: Intelligence and related

Description: 12 subtests divided into two major divisions yielding a verbal IQ, a performance IQ, and a full-scale IQ for children tested individually. The verbal section of the test consists of the following subtests: General Information, General Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span. The performance section consists of the following subtests: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes. Some units of the test require verbal responses from the subject, and others require the subject to manipulate test materials to demonstrate performance ability. Raw scores are converted into scale scores after the examiner records and scores the subject's performance. The WISC-R is a revised form of the 1949 edition of the WISC. Examiner required. Not suitable for group use. Available in Spanish.

## WIDE RANGE ACHIEVEMENT TEST-REVISED (WRAT-R)

Sarah Jastak and Gary S. Wilkinson

Purpose: Measures the basic educational skills of word recognition, spelling, and arithmetic, and identifies individuals with learning difficulties. Used for educational placement, measuring school achievement, vocational assessment, and job placement and training.

Ages 5-adult

Timed: 10 minutes per subtest

Scoring: Examiner evaluated

Publisher: Jastak Assessment Systems

Classification: Education: academic achievement and aptitude; Business and Industry/ aptitude and skills screening

Description: Three paper-pencil subtests (50-100 items per subtest) assessing coding skills: Reading (recognizing and naming letters and pronouncing printed words); Spelling (copying marks resembling letters, writing name, and printing words); and Arithmetic (counting, reading number symbols, oral and written computation). The test consists of two levels: Level I (ages 5-11) and Level II (ages 12-adult). Optional word lists for both levels of the reading and spelling tests are offered on plastic cards, and a recorded pronunciation of the lists is provided on cassette tape. The tape itself can be used to administer the spelling section. The test is normed for age rather than grade. For this revised version, norms are based on a national, stratified sample. In conjunction with other tests, such as the Wechsler Scales, WRAT-R is useful for determining personality structure. The test is restricted to educational and psychological professionals. A Large Print edition is available for those who require magnification of reading material. Examiner required. The spelling and arithmetic subtests are suitable for group use. The reading subtest must be individually administered.

## WOODCOCK READING MASTERY TESTS (WRMT)

Richard W. Woodcock

Purpose: Detects student reading problems. Used for classroom grouping, program evaluation, research, and clinical diagnosis.

Child, adolescent: Grades K-12

Untimed: 30-45 minutes

Scoring: Examiner evaluated; may be computer scored

Publisher: American Guidance Service

Classification: Education: reading/multilevel

Description: 400-item verbal test covering word identification (150 items), word attack (50 items), word comprehension (70 items), and passage comprehension (85 items). The examiner shows the student a test plate and asks a question to which the student responds orally. Only those items within the student's functioning level are administered. The test is available in two alternate forms, A and B. Materials include test plates bound into an easel and 25 response forms. The test is norm- and criterion-referenced. Derived scores are grade equivalents, grade percentile ranks, age equivalents, standard scores and mastery scores. Normal curve equivalents for Chapter I programs are available for Grades 2-6. Examiner required. Not suitable for group use.

\* All test information in Appendix III is printed here with the permission of PRO-ED from their publication *Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business*, 2nd edition, 1986. (See Appendix IV)

## **APPENDIX IV:**

### **BIBLIOGRAPHY OF TEST INFORMATION**

This represents a selective list of publications describing and/or reviewing existing educational achievement and diagnostic tests. Many of these are available in the reference sections of education libraries in higher education institutions. Also listed are three publications describing standards and/or procedures for evaluating and selecting tests.

*A Guide to 75 Tests for Special Education*, Carolyn Compton, 1984, David Lake Publishers, 19 Davis Drive, Belmont, CA 94002

Reviews of 75 widely used special education tests

*Diagnostic and Criterion Referenced Reading Tests: Review and Evaluation*, Leo Schell, editor, 1981, International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711

Critical reviews of 12 most frequently used individual and group diagnostic and criterion referenced reading tests

*ETS Test Collection Catalog*, (free), ETS Test Collection, Educational Testing Service, Princeton, NJ 08541-0001

Lists 200 test bibliographies available through ETS Test Collection

*ETS Test Collection Catalog: Achievement Tests and Measurement Devices*, Vol. 1, 1986, ORYX Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483

Description of over 1,500 achievement, equivalency, screening, diagnostic and readiness tests

*How to Measure Performance and Use Tests*, L. Morris, C. Fitz-Gibbon, Elaine Lindheim, 1987, SAGE Publication Inc., 275 South Beverly Drive, Beverly Hills, CA 90212

Review of information sources on tests and procedures for examining tests

*Mental Measurements Yearbook*, edited by James V. Mitchell, 9th edition, 1985, Buros Institute of Mental Measurement, University of Nebraska, Lincoln, 135 Bancroft Hall, Lincoln, Nebraska 68588-0345

This yearbook is a standard source of information on over 1,400 published tests in education, psychology, and business. Provides descriptions, references and critical reviews. Tenth edition will be published in 1989.

*Standards for Educational and Psychological Testing*, AERA, APA and MCME, 1985, American Psychological Association, Inc., 1200 Seventeenth St., NW, Washington, DC 20036

Standards which can be used to evaluate tests

*Test Critiques*, edited by Daniel Keyser, Richard Sweetland, 1988, 8 vol., PRO-ED, 8700 Shoal Creek Blvd., Austin, TX

Critical reviews of most frequently used psychological, educational and business tests.

*Tests: A Comprehensive Reference for Assessment in Psychology, Education and Business*, Daniel Keyser & Richard Sweetland, editors, 2nd edition, 1986, PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758

Brief descriptive information on over 600 assessment instruments

*Test Selection, Administration and Use*, Gronlund, Norman, 1985, MacMillan

Suggestions and guidelines for evaluating and selecting tests

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